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ABSTRACT

The mission of Project Leadership is to aid school administrators in the identification of their high priority goals and then to provide educational experiences geared toward the attainment of those goals for both the individual administrator and for others in the administrator's district. Subscribing school districts may enroll as few as one individual or as many as a team of from three to ten members. Each year participants attend two specially designed Project Workshops. Each workshop is scheduled for three days. Selected materials are disseminated at the workshop. First-year participants receive eighteen hours of basic skills training plus six hours of self-selected options. Second- and third-year participants pick and choose the most suitable alternatives. Participants are grouped into satellites for local followup workshops. Satellites are made up of districts located within reasonable proximity of each other. Participants are always encouraged to conduct followup action back in their district by serving as human resources and thereby extending the benefits of involvement in Project Leadership. (Author/IRT)

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INTRODUCTORY COMPONENT

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PROJECT LEADERSHIP

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Have you seen these Project Leadership materials?

- Introductory Component
- Needs Assessment Component
- Problem Solving Component
- Management Planning Component
- Assessment Alternatives Component
- Delphi Technique & Target Game
- Time Management
- Decentralization, Participative Management, Working Models
- Presentors Guides are Available on Numerous Topics for the Conduct of Workshops

For more information, contact Project Leadership Office.

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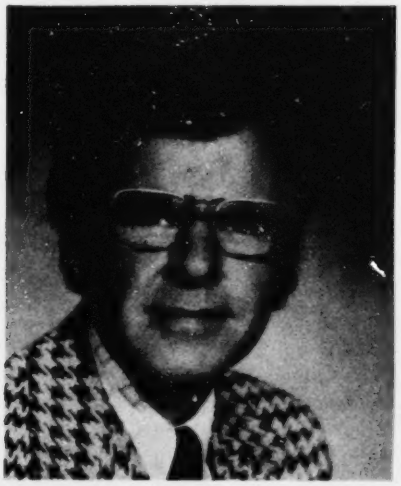
Project Leadership

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

PREFACE



Involvement

ACSA's Project Leadership brings to educational leadership in California a program designed to demonstrate in a practical way, the new skills needed by today's successful school administrator.

I know of no renewal training program which is as forward looking and yet realistic as Project Leadership. It has been proven successful by practicing administrators throughout the State.

The Project, in reality, is an Involvement process. Only by "getting into the action" of Project Leadership will the individual administrator really learn how to apply these new skills.

William L. Cunningham
Executive Director, ACSA

WHAT IS PROJECT LEADERSHIP?

Purpose of Project Leadership

Project Leadership is designed to offer participants from subscribing school districts skills and resources that can assist them, and their colleagues, to become more effective educational administrators.

Rationale for District Subscription/Participation

The business world recognizes managerial obsolescence as one great handicap. This is why the IBM Corporation is reported to have more classroom space than a university of 30,000 students. Indeed, successful businesses invest approximately 6% of their annual budget in staff development. Clearly, administrators in school districts concerned about quality leadership also recognize that only through a planned, systematic effort can the administrative staff keep abreast of current knowledge and promising practices.

School districts dedicated to the purpose of becoming more effective (not simply surviving) find they must shift from a remedial management emphasis to an emphasis on anticipatory and prescriptive management. To do this, administrators need a systematic training program, a program which combines the best research findings and practical applications so educational leaders can enhance learning options for students in their schools. As obvious as the matter may appear, the entire United States Office of Education budget for fiscal year '75 directed less than 1/2 of 1 per cent of the total available funds to administrative renewal. Many school districts in California seem to reflect this same attitude.

Project Leadership in no way suggests that educational leadership in the past has been lax or ineffective - the large majority of positive citizens coming from our schools makes that criticism unfounded (no matter what some critics may have to say). The fact is, however, the challenges of today - and those of tomorrow - aren't those of yesterday. Help in obtaining new skills, attitudes and knowledge is what Project Leadership has to offer.

Read on for more specific information.

PROJECT MISSION

The mission of Project Leadership is to aid school administrators in the identification of <u>their</u> high-priority goals and then to provide educational experiences for both the individual administrator and others in the district toward the attainment of those goals.

PROJECT OBJECTIVES

The straight-forward objectives of Project Leadership are:

- To provide each administrator an opportunity for both initial and renewal education in essential basic skills
- To provide districts with a team of leaders who can educate other administrators within the district
- To provide individually selected options (electives) for the improvement of personal skills and/or skills to meet the needs of other administrators in the district
- To create a climate for learning which offers planned procedures for attaining high-priority goals, particularly goals in areas that will enhance the administrator's impact on teachers and students
- To create a sense of collegiality among ACSA Project participants
- To review relevant research and successful practices for their transferability and application to Project Leadership participants
- To disseminate the latest concepts and successful programs available in school management
- To be responsive to individual and district needs and to develop plans and strategies to meet those needs
- To provide field-tested learning materials for Project participants to use in their districts (see Appendix A - "What Is A Presentors Guide?")
- To openly evaluate the project and to take corrective action when necessary

Brief Description

Subscribing school districts may enroll as few as one individual (very small districts) or as many as a team consisting of three to ten members (large districts). Each year participants attend two specifically designed Project Workshops. Each workshop is scheduled for three days. Selected materials are disseminated at the workshop. At the workshops, first-year participants receive eighteen hours of basic skills training, plus six hours of self-selected options. Second or third-year participants pick and choose from alternatives most suitable to them. Participants are grouped into Satellites for local follow-up workshops (usually four per year). Satellites are made up of districts located within reasonable proximity of each other. Project participants may also decide to attend Multi-Satellite (Bonus) workshops. Participants are always encouraged to conduct follow-up action back in their districts by serving

as a human resource and thereby extending the benefits from involvement in Project Leadership.

Further, each participant is encouraged to write an Activity Plan and to implement the strategies in the plan to achieve professional growth.

Participants, through the workshops and meetings, are exposed to administrators and materials from other districts concerned with effective, constructive change.

PROJECT OFFICE

The Project Office Director has the responsibility to:

- Develop and disseminate sets of written procedures and materials used in educating school administrators
- Assist participants in the identification of their high-priority educational goals and objectives
- Monitor the participants' progress as they strive to attain their objectives
- Conduct at least two three-day workshops annually
- Provide learning experiences consistent with each participants objectives, including topics of special interest, particularly those management/leadership programs new and "on the cutting edge." (See Appendix B - "Examples of Topics Offered Or Under Consideration For Future Workshops")
- Design procedures and/or instruments enabling participants to assess the effectiveness of each workshop, as well as the Project itself
- Place each district team in a Satellite Unit. Each Satellite normally consists of teams from three to six districts
- Assign a specially trained Liaison Administrator to each satellite and to prepare the Liaison Administrator for his/her functions
- Screen programs for educating school administrators in administration and management skills and procure selected programs for Project Leadership workshops as well as for optional use by participants
- Develop for participants a list of recommended consultants capable of assisting administrators in Project related activities
- Provide a viable network of educated leaders whereby local districts can in-service the entire administrative staff at minimal costs. All Project Leadership materials and resources are available for this purpose

WHAT IS A SATELLITE AND A LIAISON ADMINISTRATOR?

The purpose of a Satellite is to bring services and programs closer to participating districts. Project Leadership Satellites consist of three to six districts and are formed in given geographic areas. Participants in the Satellites share Project activities, workshops, problems and solutions.

An experienced and specially trained person is assigned to each Satellite as a Liaison Administrator. Liaison Administrators are responsible for conducting a minimum of four Satellite meetings per year and for planning other inservice workshops as required by participants' needs. Additionally, they aid both individual administrators and participating districts to insure that they receive maximum benefits from Project programs.

The Liaison Administrators serve as members of the Project Leadership Advisory Board, meeting regularly with the Project Director and offering input relative to such topics as: program selection, workshop design, future direction, and evaluation. Liaison Administrators have a complete set of the Presentors Guides; the Guides can be borrowed by Project participants for use at district workshops.

Role of Liaison Administrator

Specifically, the Liaison Administrator has the responsibility to:

- Conduct a minimum of four Satellite meetings each year; at two of these meetings the Liaison Administrator will conduct (or cause to be conducted) two sessions using the available Presentors Guides
- Provide counseling to Project participants and districts on workshops and materials that may assist them
- Assist Project participants in planning their Activity Plan and designing their district training program
- Keep records of participants' involvement, completed Activity Plan projects, and workshop presentations for awards (See Appendix C - "Satellite Meeting Report Form")
- Assist Project Director with recruitment of new districts (See Appendix D - "Subscription Information") (See Appendix E - "Continuation Form")
- Occasionally, conduct sessions at state workshops
- Serve on the Project Leadership Advisory Board by providing ideas for and reactions to Project plans for the year and possible future programs/materials

Purposes of Liaison Administrator Meetings

Meetings with the Liaison Administrators are held to:

- Enable the Liaison Administrators to learn how to use new Presentors Guides
- Provide ideas for and reactions to proposed Project Leadership plans, workshops, materials
- Share techniques, projects, problems and solutions with other Liaison Administrators

Sample Format of a Satellite Meeting

9:00 - 11:00	Workshop utilizing Presentors Guide
11:00 - 12:00	Share activity plan projects and progress
12:00 - 1:00	Lunch - No Host
1:00 - 1:30	Share other projects of interest/discussion
1:30 - 3:00	Workshop utilizing Presentors Guide
3:00 - 3:30	Counseling on use of materials, consider topics for future sessions, etc.

Attendance is optional, i.e., full day or morning or afternoon. Workshop presentations usually are made by the Liaison Administrator. Liaison Administrators determine the topics, meeting format and schedule in consultation with Project Leadership participants within the Satellite.

Examples of Workshop Topics for Satellite Meetings

- Contract Management*
  Personal or Program Planning*
- Advisory Committees*
  Grievance Procedures*
- Public Relations*
  Participative Management* or Shared Decision Making*
- Organizational Development*
  Participative Management*, Shared Decision Making*, or one of other topics

*Presentors Guides are available on these 1-1/2 or 3-hour workshops; participants who attend these presentations should be prepared to go back to their district and conduct sessions themselves. (For more information see Appendix A, "What Is a Presentors Guide.")

WHAT ARE THE RESPONSIBILITIES OF THE PARTICIPATING DISTRICT STAFF?

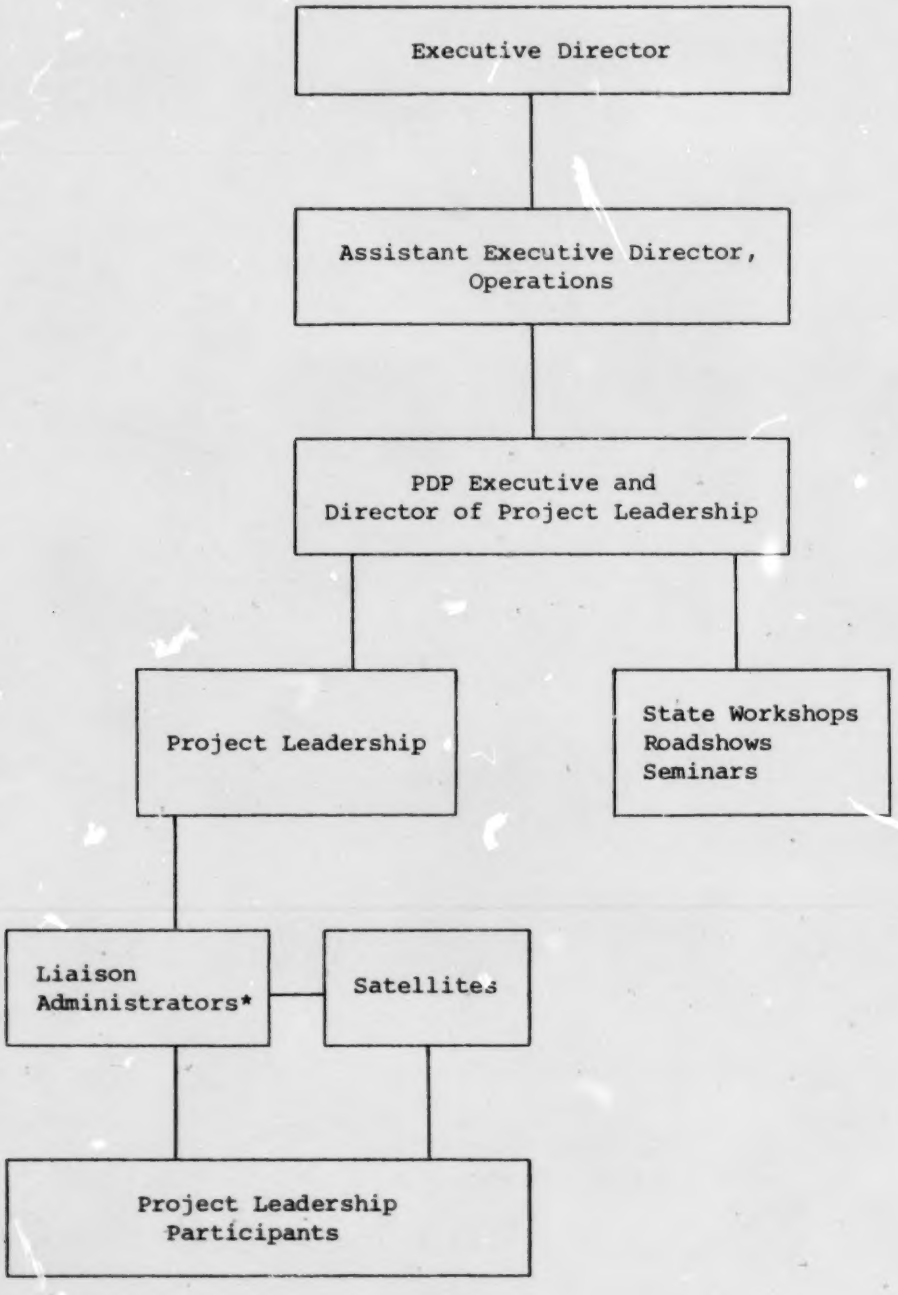
- The District Representative: This person usually: participates in all Project activities, serves as facilitator for the district's team, directs the district team, is responsible for disseminating information (through printed material and workshops) to non-Project administrators (this assures maximum benefit to the district), monitors district participants' activities and makes an annual report to the Board. The representative is also responsible for informing the District Superintendent about the Project and participants' activities. Occasionally, the representative may also work with the Liaison Administrator and assist in Satellite Meetings. This person may have the responsibility for planning the district's management training program.

- Project Site Administrator: This person participates in all Project training, develops an Activity Plan to improve oneself and/or the school program. The site administrator also assists in disseminating information gained to other administrators in the district and in conducting workshops within the district or Satellite.

- Other District Administrators: While they are not a part of the district's task force team, all should avail themselves of the learning opportunities available to improve their management skills. They may want to form a collegial team for this purpose. This is one of the most effective ways for districts to obtain maximum "spinoff" benefits. For more information on this concept, see "Administrator Renewal...The Leadership Role in Collegial Team Development," CFK (CADRE) publication available from ACSA.

Districts may want to conduct a district-wide assessment of administrator inservice needs; sample forms are included later in this document. The needs assessment will assist team participants to become more aware of total district needs, help them select topics at the state workshops, and thus insure they receive appropriate training so they can conduct future district inservice workshops.

RELATIONSHIP OF PROJECT LEADERSHIP TO
ACSA'S PROFESSIONAL DEVELOPMENT PROGRAM (PDP)



*Satellite Leader and Project Leadership Advisory Group.

BASIC SKILLS FOR NEW PARTICIPANTS TO THE PROJECT

The following training sequence is mandatory for new participants:

FIRST WORKSHOP

Required 9 Hour Basic Skills Training	Approximate Time
Overview of Project/program, materials and Presentors Guides	1/2 hour
ACSA Skills Inventory	1/2 hour
Leadership Behavior Description Questionnaire	1 hour
*Communication skills	3 hours
*Personal or program planning overview	1/2 hour
Assessment alternatives component/diagnosis	1/2 hour
*Delphi -- problem solving	1 hour
*Force Field -- problem solving	1 hour
*Time Management	1 hour
Total Required	9 hours
Elective(s) (Select one of five topics)	3 hours
TOTAL	12 hours

SECOND WORKSHOP

Required 9 Hour Basic Skills Training	
Conflict Management	3 hours
*Needs assessment component**	1-1/2 hours
*Problem solving component**	
*School climate**	1-1/2 hours
Classroom Observation & Teacher Conferencing	3 hours
Total Required	9 hours
Elective(s)	3 hours
TOTAL	12 hours

*Presentors Guides are available for workshops.
**May be substituted for another elective after consultation with Liaison Administrator or Project Director.

BASIC SKILLS TRAINING

Overview of Project: Program, Materials and Presentors Guides

Participants review the "Introductory Component". This gives an orientation to the Project. Included are: 1) a description of the project organization, 2) resources available, 3) alternatives for getting started, and 4) methods of assessing needed management skills.

ACSA Management Skills Inventory

To help participants diagnose their interests, knowledge and level of experience against competencies needed to be an effective educational leader, a self-assessment inventory is completed. Results of this inventory are valuable in helping Project participants select learning experiences and activities to fill identified voids. The inventory also helps the Liaison Administrator in planning meaningful Satellite meetings.

Leadership Behavior Description Questionnaire (LBDQ)

This valuable instrument helps participants assess their perceptions of personal attitudes and behaviors against those considered ideal.

Communication Skills

This workshop gives participants opportunities to: become familiar with the knowledge and skills of behavior generally applicable for the improvement of face-to-face communication; assess one's personal style of communicating; analyze group and organizational factors which affect communication. Competencies presented include: paraphrasing, perception checking, identifying non-verbal cues, describing feelings and giving and receiving feedback.

Personal and Program Planning Overview

This workshop acquaints participants with a useful planning model. The model is offered for those using personal and process goals to achieve product and/or educational goals. The purpose and procedures for developing an Activity Plan are explored and examples are given. A personal Activity Plan for each participant is one goal for this workshop.

Assessment Alternatives Component/Diagnosis

The Assessment Alternatives Component session familiarizes participants with specific instruments often used to assess: the school climate, operations, citizen opinions, inservice needs, decision and action behaviors, patterns of influence, self-assessment of leadership techniques.

Delphi -- Problem Solving

The Delphi Technique is an excellent management skill; it enables one to become skillful in problem presentation and decision making. Participants at this session learn to use collective opinions and/or subjective judgement inputs in lieu of quantifiable data. The interacting people produce meaningful involvement. The technique assures the most appropriate course of action toward solving a particular problem by using considered judgements rather than opinions or guesses.

Force Field -- Problem Solving

Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. The technique is called the "Force Field Diagnostic Technique". Participants learn to use this process for analyzing and solving problems by assessing the sets of counter-balancing forces and capitalizing on the reduction or alleviation of the constraining forces.

Time Management

School administrators have a "million" things to do; time is always a problem! This session gives participants ideas on how to best use their time -- so they can effectively and efficiently perform the multitude of tasks which face them. Hundreds of ideas that work are presented in addition to sample assessment and planning instruments.

RESOURCE COMPONENTS OF PROJECT

Following is a descriptive summary of the resource components available to participants. These basic materials are valuable aids to the management team. By selecting appropriate tools the management team can often eliminate the tendency to "reinvent the wheel".

Introductory Component

The Introductory Component presents an overview rationale and mission statement for the Project. Included is a 40-item school/self-assessment instrument used by administrators to gain baseline information about self or the school. This assessment instrument is consistent with other Project components and learning; at least theoretically this assures that special improvement Activity Plans can be designed for implementation by the individual.

Needs Assessment Component

The Needs Assessment Component describes a generic model used with a variety of other techniques for assessing needs and establishing goals. Topics covered are: establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student success, selecting areas requiring change. One appendix describes alternative strategies for reaching the same ends, e.g., CSE, Nor Cal, Fresno, Delphi; a second appendix describes some 80 multiple-criterion measures for evaluating school programs.

Problem Solving Component

The Problem Solving Component is a detailed, step-by-step model (including sample analysis forms) an administrator and/or staff can use to establish the decision making process. Also provided are several alternative problem solving strategies to facilitate planning, e.g., Force Field, Linear Analysis.

Management Planning Component

This component describes the relationship of Product (Educational) Process and Personal Goals and provides techniques to define and implement a Management Action Plan as well as a Personal Action Plan.

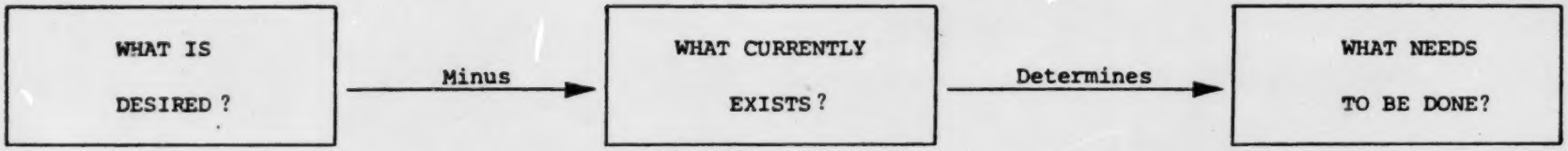
Decentralization and Participative Management - Working Models

This Monograph is a comprehensive, 90-page report illustrating the involvement process through case studies. Ideas from personnel in districts that are practicing participative management with success are included. The Monograph suggests a model as well as actual philosophies, responsibilities, accountability structures, organization designs, communication routes, available resources, roles of personnel (administrators/supervisors), monitoring approaches, evaluation factors, board policies. The report also shows who is included and how as well as offer ideas about decentralized budgets and other topics.

Shared Decision Making Skills

This learning program consists of twelve booklets, including: strengths and limitations of shared decision making, accountability and responsibility of personnel included, evaluation of organizational output, personality characteristics and institutional values, appropriateness of decision making responsibilities, communication systems. Leader guides are included with each program package.

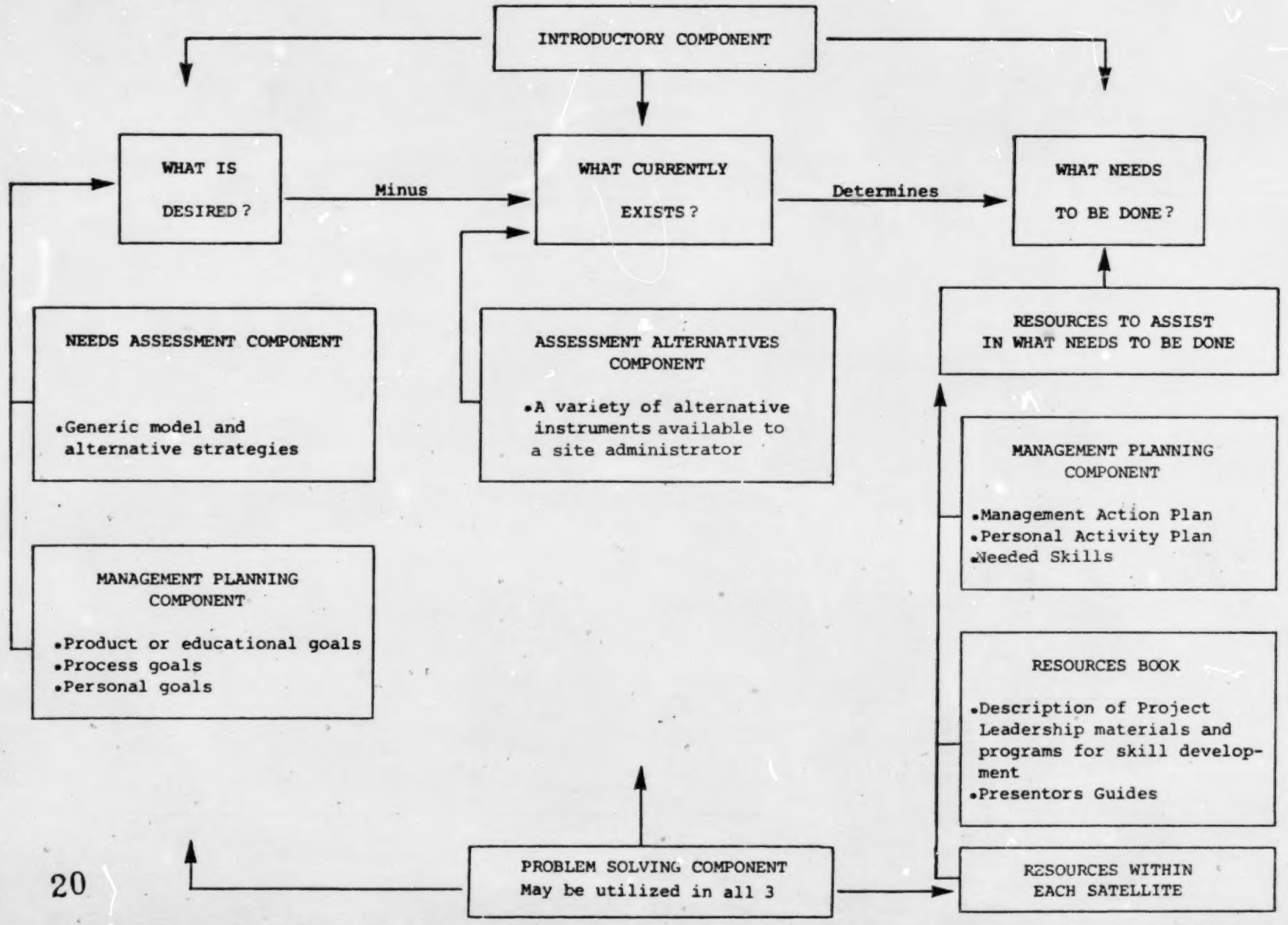
A SIMPLE PROBLEM SOLVING STRATEGY



EXAMINE HOW ACSA PROJECT LEADERSHIP COMPONENTS

ARE RELATED TO THIS STRATEGY

DISCREPANCY PROBLEM SOLVING MODEL AND HOW PROJECT LEADERSHIP COMPONENTS ARE RELATED...



ADVANCED TRAINING

Participants with One or More Years in Project Leadership

Project participants who have been involved for more than one year, select workshop sessions to further refine their personal skills and/or gain teaching skills for conducting in-district Management Training Workshops. Management Training Workshops are important to the district to insure both maximum utilization of dollars invested as well as a sound rationale for the continued expenditure of funds for continued staff development.

The matrix on Page 45 depicts some (but not all) of the programs available. As the state of the art is improved, new learning programs are field-tested and added to the repertoire (see Appendix G).

Diagnosis of Individuals entry point for year's involvement in Project Leadership

State Workshop designed to provide training in modern management skills

Individual participant makes commitment to enhance educational management skills (Activity Plan)

School district evaluates Management Training Program, establishes priorities and appoints team for next year

Satellite Meetings (cluster of 3-6 districts) small group interaction, skills training and Project sharing

Individual and/or district team complete the in-district Management Training Plan

Individual develops an Activity Plan for in-district Management Training Workshops

Individual completes Personal Activity Plan

Individual begins to implement Personal Activity Plan

Additional regional training programs

Individual or district team begin implementing in-district Management Training Plan

Additional Satellite Meetings--local programs and Presentors Guide Training

Second State Workshop... additional alternatives for skill training

Regional Workshops designed to meet needs of two or more Satellites

LEARNING ANNUAL CYCLE

TRAINING STRATEGY FOR FIRST YEAR PARTICIPANTS

The cycle described above is applicable for all Project participants - new or advanced - except that new participants at the State Workshops receive the Basic Skill Training (previously described) and have but two opportunities for self-selection (electives).

Responsibility for In-District Management Training

The decision about Project participants conducting workshops for management personnel within the district is a district decision. As previously mentioned, local follow-up is usually desirable as one means to justify to the board, taxpayers, and other employee groups the cost of involvement in Project Leadership.

Alternatives for In-District Management Training

Participants who plan in-district management activities have many alternatives:

- Workshops using the Presentors Guides (available from the Liaison Administrator in each Satellite). Participants receive training in the use of the guides at Satellite meetings (see Appendix A)
- Workshops based on Project Components or training received at Project activities
- Workshops using Project materials for individual study and discussion
- Workshops using other Satellite members as facilitators - perhaps on an exchange basis. Educators have difficulties being "Prophets" in their own backyard
- Workshops using "other" topics and materials - usually emanates from the Collegial Team or from members of the district's Management Team

THE COLLEGIAL TEAM*

What is a Collegial Team?

A collegial team is a group of educators interested in renewal. They are professional colleagues, committed to providing each other with support in the development and implementation of school improvement projects. In many cases

the collegial team may be composed of several people, each of whom has a project, thereby giving reciprocal support. The size of the team may range from three to twelve.

Essentially, then, a Collegial Team is:

- A group of peers -- professional colleagues at about the same status level (e.g., in the case of a principal: other principals, assistant principals, assistant superintendents, directors of secondary education, etc.)

- A group of professional friends, assembled by invitation to help each other with problems, strategies, and possible solutions. The group is interested in mutual support for at least two reasons:

    - They care about each other

    - They face similar problems and welcome a chance to do something about them in a situation where collective thinking and action is possible. Thus, the Collegial Team can make renewal meaningful

Each member of the group:

- Designs a plan of personal and professional self-renewal and growth

- Shares the plan with a team of colleagues

- Goes through learning and sharing experiences with the team on a regular, scheduled basis

- Obtains meaningful feedback and support from other members of the team

- Uses the team to assist in revising personal and professional goals for future growth

What the Collegial Team is NOT

- It is not a development team or task force set up to get a job done or to coordinate getting a job done

- It is not an advisory committee--an assortment of status people assembled to look over a project from time-to-time and to offer suggestions

- It is not an "inside-outside" team assembled to manage a change process by capitalizing on the unique resources of persons within the system working together with outside consultants

What Can the Collegial Team Do?

- Provide a sounding board for ideas. Reactions can come from persons who are knowledgeable about the problems but are not part of the problem (as members of a development team might be)

- Provide interpersonal support. Leadership can be a lonely function. Support and understanding from people whom one respects and cares for is important. While support and understanding may come from people with whom one is working within the staff, there are times when it is not feasible to gain support entirely from within

- Provide logistical support. What happens in one school building often creates ripples in other schools. Although leadership responsibility for dealing with problems and program priorities in the building rests with the administrator, building bridges to other parts of the system makes sense. Involvement of immediate supervisors or principals in other schools often pays dividends when outside understanding and support is most needed

- Provide a source of ideas. Team members can bring collective perspectives to programs that make for better strategies and implementation procedures. The team provides a time to learn from colleagues and outside resource people those skills necessary to manage positive change

- Maintain honesty. Because of the "hat" the principal wears, professional peers at the site may not question some actions when they need to be questioned. Collegial team members can raise honest questions and provide reality tests that may otherwise be missing -- within a supportive environment

- Provide "how to" technical support

*For more information on Collegial Teams, obtain a copy of "Administrator Renewal...The Leadership Role in Collegial Team Development", from your Liaison Administrator or the Project Office. The document was written by Ms. Vivian Geddes and is a CADRE publication.

DISTRICT MANAGEMENT TRAINING PLAN

Designing a District Management Training Plan

The following are suggested activities that historically have proved to be meaningful:

- Have all management personnel complete Self-Assessment Inventory

- Determine high-priority skills needed by all team members

- Summarize needs and meet with Liaison Administrator
- Plan skills/Presentors Guides for use at Satellite Meetings
- Identify skills or sessions needed at State Workshops
- Identify management personnel responsible for obtaining new skills in given areas
- Design district learning Activity Plan

Basic Elements of a Management Training Plan

- Who will be involved? How many?
- How will needs be identified?
- How much time is available for learning sessions?
- What dates are open? What locations, facilities and equipment will be needed?
- What furniture arrangements will be necessary?
- What handout materials will be needed? How many?
- Who is responsible for publicity and arrangements? Who will conduct the workshop and perform follow-up activities (if appropriate)?
- What presentors will be used?
- Add to this list as necessary

ACHIEVEMENT AWARDS

Project participants earn achievement awards as outlined below:

Certificate of Completion -- Basic Skills

Awarded for successful completion of eighteen hours of Project Leadership Basic Skills Training as previously described.

Achievement Award

Awarded for the following:

- Use of new skills in successful completion of a "Management Action Plan" or Personal Activity Plan mutually acceptable to the participant and the Liaison Administrator
- Development of a Presentors Guide published by the Project
- Development of a successful presentation at the State Workshop

Distinguished Achievement Award

Awarded to individuals who conduct successfully three or more Management Training Workshops within a twelve month period; serving as a team member in a Management Training Workshop counts toward one-half credit and is applicable for meeting the criterion of three

SELF ASSESSMENT INVENTORY AND SATELLITE MEETING PLANNING

Purposes

- To aid the participant administrator in the diagnosis of personal interests, knowledge, and level of experiences against competencies identified as being desirable for school administrators
- To assist the participant in selecting activities, training program, and materials to fill identified voids as determined by interests, experiences, or knowledge
- To provide data to the Liaison Administrator; these data give Project Leadership participants guides to plan their own improvement and ensure maximum use and availability of Project learning programs and materials
- To provide data to the Liaison Administrator for planning Satellite Meetings
- To provide data to the Project Leadership Director for planning future programs and to establish priorities relative to the need for material development

Directions

To use the Self-Assessment Inventory, follow the directions outlined below:

- Mark each competency in one of the three areas -- Interest, Experience, Knowledge. Mark directly on the survey form

- After completion of the Self-Assessment Inventory, a copy of the form should be sent to the Liaison Administrator. A summary of the results will be forwarded to the Project Director

SELF-ASSESSMENT INVENTORY

SCHOOL _____

DISTRICT _____

NAME _____

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
1. Problem identification, analysis and solving techniques for administrators					
2. Techniques to diagnose classroom interaction					
3. Teacher supervision techniques					
4. Techniques of working with staff advisory committees					
5. Techniques of working with citizen advisory committees					
6. Alternative techniques for goal setting					
7. Techniques for establishing instructional objectives					
8. Techniques for assessing and improving school climate or environment					
9. Techniques for assessing various aspects of school operation					
10. Techniques for assessing attitudes of students, staff and citizens					
11. Familiarity with some alternative forms of needs assessment techniques					
12. Techniques to improve interpersonal communication and building trust					
13. Techniques for improving school public relations and information					
14. Techniques for management by objectives					

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
15. Techniques of how product/process and personal goals can or may be related for improving the school program					
16. Techniques for diagnosis and problem solving to allow the principal to assist the classroom teacher					
17. Techniques to establish administrative priorities					
18. Understanding of the negotiation process					
19. Techniques of conflict resolution					
20. Techniques to analyze leadership style					
21. Techniques of Time Management					
22. Techniques of program planning and development					
23. Techniques of program monitoring and evaluation					
24. Early Childhood, planning, monitoring and evaluation techniques					
25. Ideas for learning or activity centers and techniques to implement					
26. Techniques to develop school collegial teams					
27. Techniques to develop a school profile of staff, aides and students					
28. Understandi[illegible] some of the tools or te[illegible]s to diagnose and [illegible]udent behavior					

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
29. How to develop and conduct simulation games for various purposes					
30. Understanding of concepts and some of the techniques of open education					
31. Understanding and working with minority students and/or parents					
32. Techniques to assist classroom teachers to get more learning in the school day					
33. Understanding and application of Learning Theories					
34. Selecting math objectives and criterion referenced tests					
35. Selecting reading objectives and criterion referenced tests					
36. Techniques to analyze forces working for and against solutions to problems					
37. Brainstorming and other techniques to stimulate creative thoughts					
38. Techniques related to shared decision making, such as responsibility, institutional values, appropriateness of decision making					
39. Techniques of group process skills					
40. Techniques for implementing seven enabling behaviors (structuring, problem focusing, accepting, clarifying, facilitating, silence and modelings)					
41. Techniques of relating school budget to school objectives					

I. COMPETENCY	II. INTEREST		III. EXPERIENCE		IV. KNOWLEDGE
	Minimal interest in receiving training	High interest in receiving training	Have utilized and can conduct workshops	Am familiar with and have utilized on some occasions	Need more information before determining my interest level
42. Understanding of differentiated staffing patterns					
43. Techniques to provide inservice training to paid or volunteer teacher aides					
44. Designing and implementing staff development plans					
45. Techniques to build collegial team for self or program improvement					
46. Techniques to design competency-based course requirements					
47. Understanding of the role and effective models of the Leadership Team					
48. Techniques for futures planning					
49. Techniques for increasing staff and student morale, production, and trust					
50. Other (write in)					

SCHOOL OR SELF ASSESSMENT INVENTORY

(To be completed by a site administrator)

	Yes	No
1.0 School Product or Educational Goals		
1.1 Have written school product or educational goals been adopted?	___	___
1.2 Was the community involved?	___	___
1.3 Were students involved?	___	___
1.4 Was the staff involved?	___	___
1.5 Do the school goals assist in achieving district goals?	___	___
2.0 Goal Indicators		
2.1 Have written goal indicators been developed to bridge the gap between broad school goals and more instructional objectives?	___	___
2.2 Was the staff involved in developing goal indicators?	___	___
2.3 Was the community involved in developing goal indicators?	___	___
2.4 Are the goal indicators developed by levels?	___	___
2.5 Are the goal indicators stated in learner behaviors?	___	___
3.0 Consensus on Goal Indicators		
3.1 Has consensus been obtained on the goal indicators?	___	___
4.0 Instructional Objectives		
4.1 Have written instructional objectives been developed to achieve the school goal?	___	___
4.2 Has the staff been involved in writing these instructional objectives?	___	___
4.3 Have instructional objectives been written for levels or teams (elementary) or departments or areas (junior and senior high)?	___	___

	Yes	No
5.0 Degree of Student Attainment		
5.1 Has the staff determined the degree of student attainment necessary for satisfactory achievement of the goals and objectives?	___	___
5.2 Has the staff determined the method of evaluation which will report the degree of student attainment?	___	___
5.3 Has the staff administered the evaluation method or technique to determine what current situation is an achievement of the objectives?	___	___
5.4 Has the staff compiled a report on the evaluation results?	___	___
6.0 Select Areas Requiring Change		
6.1 Has there been total staff participation in determining the area potentially requiring change?	___	___
6.2 Has the staff established priorities in the areas requiring change?	___	___
6.3 Has the staff identified areas requiring no change (at this time)?	___	___
6.4 Has the staff developed product examples requiring change?	___	___
7.0 Initiate Problem Solving Sequence		
7.1 Has the staff utilized a formalized problem solving model in determining how to resolve the problems identified in 6.0?	___	___

If the answer to any of these questions is no, the person completing this self inventory may now turn to the support data listed for specific suggestions:
Items 1.0 to 7.0 - Read the Needs Assessment Component
Item 1.4 - Read the Management Planning Component
Item 7.0 - Also read the Problem Solving Component
Item 7.0 - Also read the Management Planning Component
Item 4.3 - Read the Management Planning Component

If the answer to 2.1, 4.1, and 5.1, 5.4, 612, and 6.4 is yes, please send copies to the Project Office.

	Yes	No
8.0 School Assessment Inventory Process Goals and Objectives		
8.1 Has the staff by levels or instructional teams (usually elementary) or departments or areas (usually intermediace/junior or senior high school) developed some written process goals and objectives to assist in achieving product or educational goals?	___	___
8.2 Do students have some written process goals to assist themselves and/or staff in acheiving school product goals or safe and orderly operation of the school?	___	___
8.3 Does the school advisory committee and/or other groups have some written process goals and objectives directed towards achievement of school goals and for advisory committee operation?	___	___
8.4 Has the site administrator developed some written process goals or objectives to assist each level, team, and/or department in achieving their goals and objectives?	___	___
8.5 Besides selecting process goals to assist others, does the site administrator have a formal written plan to periodically assess some of the myriad operational aspects of his role responsibility to assist him in selecting process goals to improve school operation?	___	___
8.6 Does this written plan to assist the principal in selecting his process goals include an assessment at least once every two years in most of the following general areas:		
8.6.1 School climate	___	___
8.6.2 Student opinion	___	___
8.6.3 Teacher opinion	___	___
8.6.4 Citizen opinion -- . Instructional program . Student attitudes . Home school communications . General information	___	___
8.6.5 Assumptions about learning		
. Self	___	___
. Staff	___	___
8.6.6 Profile of organization and performance characteristics	___	___

	Yes	No
8.6.7 Dialogue climate	___	___
8.6.8 Operational assessment	___	___
8.6.9 Decision/action behaviors	___	___
8.6.10 School organization	___	___
8.6.11 Personal management style	___	___
8.6.12 Leadership appraisal	___	___
8.6.13 Conduct and value of meetings	___	___
8.6.14 Patterns of influence	___	___
8.6.15 Inservice needs	___	___
8.6.16 School practices	___	___
8.6.17 Necessary principal's skills	___	___
8.6.18 Management by objectives techniques	___	___
8.6.19 Needs for early childhood master planning . School profile . Staff profile . Staff profile - aides	___	___

If the answer to any of the items under 8.6 are no, skim read Assessment Alternatives and Assessment Alternatives-Supplement. After utilization of any of the assessment forms and the results are tabulated, see the booklet entitled Project Leadership Resources Book which describes the programs and/or resources Project Leadership has available to assist you. Your Liaison Administrator can also provide suggestions and/or assistance.

9.0 Participative Management and Decentralization

9.1 Has the principal developed a written system to decentralize portions of the supplies and services budget to teams, departments, levels or individual teachers?	___	___
9.2 Has the principal established a citizens and staff advisory committee or committees and do they have written operational guidelines?	___	___
9.3 Have the principal and his staff developed guidelines in "who participates in which decision?"	___	___

	Yes	No
9.4 Prior to establishing shared decision making or participative management, the principal has reviewed current research and developed some form of self and staff inservice training which includes most of the following:	___	___

. Personality characteristics and institutional values
. Models for shared decision making
. Location and appropriateness of decision making
. Problem solving and decision making process
. Communicating results of decisions
. Accountability and responsibility
. Evaluating the effectiveness and efficiency of shared decision making

If the answer to 9.1-3 is no, see the Monograph on Decentralization and Participative Management - Models. If the answer to 9.4 is no, see description of training program on Shared Decision Making in the Project Leadership Resources Book.

10.0 Interpersonal Communications

10.1 In his interpersonal communications, the principal has at his disposal and/or frequently utilizes the techniques of:	___	___

. Paraphrasing
. Perception checks
. Utilization of non-verbal cues
. Feedbacks

If no, see the description of training program on IPC in the Project Leadership Resources Book.

11.1 Team Building/Research Utilizing Problem Solving

11.1 Do you feel confident in providing inservice training to your teachers in the following skills:	___	___

. Tools to diagnose student and classroom behavior
. Creating a data gathering technique
. Defining a problem
. Analyzing a problem
. Force field analysis
. Team building skills
. Paraphrasing techniques
. Techniques of helper-helpee role in communication techniques
. Use of triads and fishbowl techniques
. Team building skills

	Yes	No
If the answer is no, you may wish to read the description of the team building/RUPS program in Project Leadership Resources Book and then consider taking the trainer in order to become a trainer for your teachers.		
12.0 If an elementary principal, have you developed a Management Action Plan for your school which includes a:	___	___
• School profile • Staff profile • Staff profile - aides		
If the answer is no, see Assessment Alternatives and Management Planning Components.		

ACTIVITY PLAN - A PLAN OF ACTION

The Project participant should complete a brief Activity Plan for each phase of the Project in which there is a committment to become involved. This will assist in planning for action; further the Activity Plan serves as a communication tool to the Liaison Administrator and to Project Staff who can often give advice, suggest human and fiscal resources or offer names of other Project participants working on similar problems.

Get it down.
get it done!

A copy of the Activity Plan follows. As previously mentioned, the Management Planning Component describes how to complete the Plan. (Also see Appendix F - "Activity Plan - Alternative Ideas").

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

PERSONAL ACTIVITY PLAN - PROJECT LEADERSHIP*

Name_____ Position_____

A. GOAL STATEMENTS* (What is desired?)_____

_____

_____

B. OBJECTIVE STATEMENT (What do you want to do?)	C. PROGRAM DESCRIPTION (List activities that will occur)	D. ASSESSMENT (What will be your measurement yardstick?)

*This Plan adopted from the CADRE publication, Self-Performance Achievement Record (SPAR), written by Dr. James L. Olivero, Ms. Vivian Geddes, Mr. Richard Marr.

PROFESSIONAL GROWTH PROGRAM
(What new abilities do you need to achieve this project?)

E. What new skills, attitudes or knowledge are needed?	How will each new need be obtained?	F. Events Calendar

47

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SUMMARY

ACSA Project Leadership serves as a process to help administrators design and implement growth plans for themselves as well as the institutions in which they work. The Project Components and learning programs attempt to put into perspective a variety of skills, attitudes and knowledge of techniques that will assist the forward looking educator.

The challenges are great; if education is to meet the challenges, imaginative leadership is imperative. The enemy, then, is US!

APPENDIX A

WHAT IS A PRESENTORS GUIDE?

I. DO YOU WANT ASSISTANCE IN PUTTING ON A WORKSHOP ON ONE OF THE FOLLOWING TOPICS?

-Participative Management and Decentralized Decision Making
-Shared Decision Making
-Needs Assessment
-Time Management
-Personal or Program Planning
-Grievance Procedures
-Communication Skills
-Problem Solving - Delphi
-Advisory Committees
-School Public Relations
-Problem Solving Techniques
-Simulation Games
-Organizational Development
-Contract Management
-School Climate
-Problem Solving - Force Field

II. WHERE CAN I OBTAIN ASSISTANCE?

ACSA's Project Leadership has developed a new "innovative" medium for presenting in-service programs called "Presentors Guides".

After conducting many workshops on selected subjects, a team of consultants developed the Guides in a format that provides a high-quality program. The administrator who uses the materials is able to conduct a highly effective in-service program at minimum cost.

III. BACKGROUND: WHY WERE THESE PRESENTORS GUIDES DEVELOPED?

Project Leadership has worked with over 1,500 school administrators and supervisors in the past eight years; the participants, in turn, have put on workshops for between 10,000 and 15,000 people. Historically, Project Leadership received frequent requests from school districts, administrative associations and other groups attempting to upgrade the effectiveness and efficiency of their administrative staffs. Although Project Leadership suggested human resources, local districts often found it was impossible to obtain presentors, for a variety of reasons, e.g., travel, expenses, other committments, etc.

In recognition of the need for providing systematic, high quality in-service programs, at a price school people could afford, Project Leadership designed the new innovative medium for presenting in-service programs -- "Presentors Guides".

IV. CONTENTS OF A TYPICAL PRESENTORS GUIDE

All materials necessary to conduct the workshop are included in the package. Each Presentors Guide is different because of the topic presented. A typical kit, however, normally contains the following:

A. Plastic notebook cover for the Presentors Guide

B. An Instructor's Manual or resource book

C. What to do prior to the workshop

D. Sample plan for conduct of the workshop

E. Overhead transparencies to conduct the workshop

F. Suggested handouts (master copies are provided; each trainer reproduces copies for each participant)

1. Simulation game(s) for participation activities
2. Workshop evaluation form

V. HOW TO OBTAIN PRESENTORS GUIDES

Each Liaison Administrator has a complete set of Presentors Guides, and each Project Leadership participant may check out one or more guides for a week, at no cost. Presentors Guides may also be purchased or rented. Information is available from the Project Office: Association of California School Administrators, Saddleback Square, 12440 Firestone Boulevard, Suite 209, Norwalk, CA 90650, (213) 868-0848 or (714) 994-0870.

VI. COST OF PRESENTORS GUIDES

Type of Organization	Purchase	Rental
Other Educational Agencies	$45	$25
California School Districts	$35	$15
ACSA Regions and Charters	$25	$10

VII. TELL ME MORE ABOUT THE TOPICS AVAILABLE (1-1/2 hours to 3-hour workshops)

A. Participative Management and Decentralized Decision Making: This workshop stresses the involvement process with case studies from districts that are "doing it" with success. It provides both concepts and a working model. Other areas include: philosophy, responsibility, accountability, organization, communications, alternatives, resources, the role of personnel, monitoring, evaluating, board policy, who's involved, and decentralized budgeting.

B. Shared Decision Making: This workshop is designed to reach three objectives: 1) to familiarize participants with three models of decision making; 2) to discuss critical factors to be considered in designing shared decision making models; 3) to analyze the advantages and disadvantages of these typical decision making models. The package contains individual and group exercises.

C. Needs Assessment: The workshop describes a generic model that can be utilized with a variety of techniques for assessing needs and establishing goals. Some of the topics covered are: establishing goals, designing goal indicators, obtaining consensus, translating indicators into performance objectives, determining degree of student attainment, and selecting areas requiring change.

D. Time Management: This workshop covers various techniques which can assist the school administrator in making better or more productive utilization of time. The program is designed to be implemented immediately and covers such areas as: finding time often overlooked, correspondence, telephone, visitors, meetings, office procedure, using secretarial time wisely, and delegation.

E. Personal or Program Planning: This workshop offers a model of how personal and process goals are designed to help achieve product or educational goals. It also describes the purpose and procedures for development of an activity plan and provides examples to assist the administrator in developing a personal plan of action.

F. Problem Solving - Delphi: This workshop focuses on the Delphi process. The Delphi Technique is a method for the systematic solicitation and collation of opinion. It is applicable to virtually any decision making process. The Delphi Technique provides the user with the ability to involve all clients of the educational community--students, parents, and staff members--in the goal setting process.

G. Advisory Committees: This workshop offers examples and guidelines for a number of types of advisory committees. Some items covered are: district and individual school advisory committees on budget priorities, educational policy planning, fiscal management, and curriculum and instruction committees.

H. School Public Relations: This workshop emphasizes the important role every member of the school staff plays in a good public relations program. It includes: the secretarial staff, custodians, aides, teachers, bus drivers, and administrators. Suggestions are given relative to both individual school and district-wide programs. Areas included are: news releases, ideas for topics, use of telephones, visitors, common pitfalls in public relations programs.

I. Problem Solving Techniques: This workshop provides a detailed, step-by-step model, with sample analysis forms, an administrator or staff may use to determine the decision making process. Several alternative problem solving strategies, such as Force Field and Linear Analysis, are also included.

J. Simulation Games: This workshop stresses the important function simulation games play as teaching tools for adult groups -- including administrators, teachers, classified staff, and parent groups. Examples are given to show how one simulation activity can be used to make several different points. Sample simulation games are provided with ideas for their use, i.e., how to draw inferences, show relationships, etc.

K. Organizational Development: This workshop seeks to apply what is known about organizations to solve practical problems that inevitably arise when people pool their efforts toward common goals. This program was developed by the Stanford Center for Research and Development and stresses the "structural approach" over the more common "human relations approach". Areas included emphasize: the value of changing the setting, rearranging systematic characteristics, the importance of the formal organization (including size, authority, work interdependence, and evaluation systems), etc.

L. Problem Solving - Force Field: This workshop supports a simple technique to assist a teacher or administrator in analyzing forces "working for" and forces "working against" solution of a problem. Materials provid instructions, sample forms, and examples of a Force Field Analysis.

M. Grievance Procedures: This workshop is designed for both building level and central office administrators. It presents an understanding of grievances as defined in collective bargaining agreements and procedures for resolution of both grievances and complaints by employees. Grievance procedures are approached as problem resolution techniques not necessarily as adversary relationships. However, management personnel are reminded throughout the workshop that employee unions will tend to use grievances to attain rights often not negotiated in the contract.

N. Contract Management: This workshop is designed particularly for building level administrators, but it contains good information for central office employees. Collective bargaining necessitates that management personnel attain skill and expertise in contract management if they are to manage effectively the employer's negotiated contract. This workshop discusses contract management as it relates to California's Public Education Collective Bargaining Law.

O. Communication Skills: (In the process of development)

P. School Climate: (In the process of development)

APPENDIX B

Example of Topics Offered or Under Consideration for Future Workshops:

1. Administrator Evaluation - Management by Objectives
2. Alternative Forms of Discipline
3. Assertive Discipline
4. Basic Skills - Phase I
5. Basic Skills - Phase II
6. Behavior Modification
7. Budgets vs. SB-160
8. Building Trust
9. Citizen Involvement in Budget Development
10. Citizen Advisory Committees
11. Classroom Observation and Teacher Supervision
12. Clinical Supervision
13. Communication Skills
14. Conflict Management
15. Cost Analysis vs. Value Analysis as an Aid in Decision Making
16. Decentralization
17. Differing Forms of Decentralized Budgeting
18. Executive Stress
19. How to Conduct Interviews
20. How to Survey Public Opinion
21. Leadership Behavior
22. Master Planning
23. Opportunity Planning & Capture
24. PACE: Pressure, Tension & Stress--Are You Turning on or Tightening up?
25. Participative Management
26. Performance Evaluation
27. Performance Evaluation and Appraisal of Certificated Staff (SB777)
28. Power of Politics in Education
29. Preparation for Searching for a Job--Writing Resume and Interviewing Techniques
30. Program Evaluation
31. Research Utilizing Problem Solving
32. Resource Unit Allocation Budgeting
33. Responsive Evaluation for Learning, Autonomy & Trust in Education (RELATE)
34. SAFE
35. School Climate
36. Staff Advisory Committees
37. State Personnel Selection Center Program
38. Summer School -- Trends and Innovative Programs
39. Synergic Power: What to do before and after employee negotiations
40. The Latest in School Law

APPENDIX C

SATELLITE MEETING REPORT FORM

1. Name of Satellite_____ 2. Date of Meeting_____

3. Location of Meeting_____

4. Attach meeting agenda and list of those attending meeting.

5. Although the agenda might suggest the objectives to be achieved as a result of conducting the Satellite Meeting, please list below the objectives of the meeting as you perceived them. Be specific:

_____

6. Which of the above objectives (list by number) were not fully achieved?

_____

7. Discuss your evaluation of the degree to which the objectives listed in Number 5 above relate to the objectives of Project Leadership_____

_____

List meeting objectives which do not relate closely to the objectives of Project Leadership:_____

_____

8. List the Project participants attending this meeting who need considerable assistance in achieving Project outcomes. Describe the assistance needed by each. (Use an additional sheet if necessary)

_____

9. List the Project participants with whom you were able to have initial or follow-up conferences at the Satellite Meeting.

_____

_____

_____ _____

Date Report Completed Signature of Liaison Administrator

SUBSCRIPTION INFORMATION

Project Leadership is financed through subscription by individual school districts, county offices, and/or other educational agencies (private and public). Your district may subscribe to the Project by selecting the plan most convenient to your particular needs. If you have any special problems, or wish to suggest a plan more appropirate to your district's needs (include transportation costs, additional services, etc.), please feel free to contact the Project Director.

The number of administrators a district chooses to put on their task force team will vary by the size and needs of the individual district. Experience has taught that it is best to have at least one district office administrator and one site administrator from each level (elementary, junior, and senior high, thus the following schedule is recommended staffing). A number of districts have far larger teams than the number recommended below.

A county office might consider sending some combination of county office administrators and representatives from several districts within the county as a team. This could be done on full county pay, matching funds, etc.

The following schedule will help you plan your task force team selection and aid in estimating costs (figure additional participants at $600 each).

UNDER 500 ADA 1 representative, either district office or site administrator	$ 500
UNDER 1,000 ADA 1 district office and 1 site administrator	$1100
UNDER 10,000 ADA 1 district office and 1 site administrator	$1500
OVER 10,000 ADA 1 district office and 2 site administrators	$2500
COUNTY OFFICE 1 representative	$ 750
OTHERS Districts with special needs Very large districts Private institutions	TO BE ARRANGED

PAYMENT PLANS

Your district may subscribe to the Project by subscribing to the payment plan most appropriate to your district's needs. Possible plans include:

1.0 Payment can be made on a quarterly basis. Districts choosing this method should forward a purchase order for the first billing to the Project Leadership Office and indicate what account (s) you would like charged (consultant services, materials, in-service education costs, etc.)

2.0 Some school districts subscribe to the Project through federal and/or state funds (ESEA, ECE, Title I School Administrators – Staff Development).

3.0 Those wishing to use a regular contract for approval by their governing board should call or send the enclosed confirmation form to the Project Leadership Office indicating the number of participants they wish to include on their task force team.

4.0 If special arrangements are required, contact the Project Office to discuss your needs.

APPENDIX E

CONFIRMATION FORM

Please fill out and mail to: ACSA Project Leadership
12440 Firestone Blvd., Suite 209
Norwalk, CA 90650

SCHOOL DISTRICT _____ PHONE _____

ADDRESS _____

_____

SUPERINTENDENT _____ DISTRICT ADA _____

AUTHORIZED SIGNATURE _____ TITLE _____

1.0 Invoicing should be made on a quarterly basis. A purchase order is enclosed for the first billing and accounts are to be charged as follows (e.g., consultant services, materials, in-service education costs, etc.):

FIRST QUARTERLY BILLING AMOUNT $ _____ ACCOUNT _____

SECOND QUARTERLY BILLING AMOUNT $ _____ ACCOUNT _____

THIRD QUARTERLY BILLING AMOUNT $ _____ ACCOUNT _____

FOURTH QUARTERLY BILLING AMOUNT $ _____ ACCOUNT _____

2.0 Please invoice the district for the entire amount. Invoice will read "Participation in Project Leadership" unless you indicate a different account title below.

PLEASE USE THE FOLLOWING ACCOUNT TITLE _____

3.0 Please mail our district a regular contract for approval by the governing board.

4.0 If special arrangements are required, contact the Project Office to discuss your needs.

PLEASE COMPLETE THE FOLLOWING INFORMATION FOR THE PROJECT LEADERSHIP SATELLITE ROSTER

District Representative _____ Title _____

Site Administrator _____ Title _____

School _____ Phone _____

Address _____

Site Administrator _____ Title _____

School _____ Phone _____

Address _____

APPENDIX F

ACTIVITY PLAN - ALTERNATIVE IDEAS

People seldom change in any profound way by reading a book or hearing a lecture. These activities may identify problems and describe proper solutions, but to achieve results, ideas must be used. Action is required.

Do you want to improve your ability to lead? Do you want to seek professional excellence? If so, the way to begin is to decide on the first step and take it. Centuries ago Confucius correctly said: "The thousand-mile journey starts with one step." Here are some plausible steps:

_____ I will reserve the following dates and times for an improvement program.

_____

_____

_____ I want my associates to read this manual and then we will develop an action program. The ones to involve are:

_____

_____

_____ I will use one of the assessment alternatives instruments to collect data as the basis to establish priorities for an action program.

_____ I will schedule a meeting with my district representative to plan an organizational improvement program. Who? When? Where?

_____

_____

_____

_____ I will start holding regular meetings with my staff as the first step toward adopting the coordinated team approach to all levels under my jurisdiction. Who? When? Where?

_____

_____

_____

_____ I will attend Project Leadership Training Sessions. Which Workshops, Satellite Meetings, and Seminars? When?

_____

_____ I will start reading Leadership literature. What? When?

_____

_____ I will start a Leadership library. How? When? Where?

_____

_____ I will obtain and display some signs to remind me and my associates to do things in a professional way.

_____ I will analyze my own use of time. This is how I will proceed:

_____

_____

_____ I will seek the Liaison Administrator's help to improve personal and organizational effectiveness. Who? When?

_____

_____

_____ The area which shows the greatest possibility for improvement is:

_____

_____

_____ I will start! What? How? When?

_____

_____

_____ I will do the following:

_____

_____

_____

APPENDIX "G"

Project Leadership

MATRIX FOR MANAGEMENT CHANGE - LEARNING PROGRAMS

INTRODUCTORY COMPONENT - PROJECT DESCRIPTION AND SELF-ASSESSMENT INVENTORY OF PERSONAL/SCHOOL NEEDS

CATEGORIES: EDUCATIONAL ADMINISTRATION COMPETENCIES

1 HUMAN RELATIONS AND MORALE	2 DECISION MAKING	3 SUPPORT FOR INSTRUCTION AND LEARNING	4 INITIATES CHANGE	5 EVALUATION OF SCHOOL PROCESSES AND PRODUCTS	6 RESPONDING TO PROBLEM SITUATIONS
Interpersonal Communications (IPC)	Problem Solving Component	Research Utilizing Problem Solving (RUPS)	The Human Side of Accountability	The Collegial Team in Educational Administration	Evaluation Kit, Elementary and Secondary
Building or Busting Trust	Delphi Technique and Target Game	Designing Instructional Programs	Differentiated Staffing	Assessment Alternatives	Analyzing Problems (Unit 3)
Development of Human Resources	Shared Decision Making	Clinical Supervision	Personal and Program Planning	Needs Assessment	Employee/Employer Relations
Interpersonal Influence (II)	Decentralization and Participative Management	Classroom Observation and Teacher Conferencing	Improving School Climate	Administrator Evaluation	Problem Solving
Group Process Skills (GPS)	Community and Staff Advisory Committees	Research and Teacher Education (RATE)	Community Based Management System	Evaluation for Program Improvement	Grievance Procedures
Conflict Resolution	Setting Goals (Unit 1)	Enabling Behaviors	Time Management	Management Styles	Ernstapiel
	The Community Conference	Building and Applying Strategies (BASICS)	Organizational Development	Deriving Objectives (Unit 2)	How to Administer a Contract
	Force Field Analysis	School Climate	Preparing Educational Training Consultants (PETC-1)	Program Performance Evaluation	Ariole
	System Approach For Effectiveness (SAFE)	Instructional Learning Materials	Educational Goals Attainment Kit		Board/Superintendent/Administrator Relations
			Advisory Committees		
			Individualized and Continuing Education		
			Calendaring		

Implementation of Management Change through selected training activities. Provided through State Conferences, Special Training sessions, Satellite Meetings and Printed Materials.

PARTICIPATIVE MANAGEMENT - COMMUNITY AND STAFF INVOLVEMENT
DECENTRALIZATION - AUTHORITY, RESPONSIBILITY, RESOURCES

Supporting and/or Cooperating Agencies: Stanford Center for Research and Development in Teaching, Center for Educational Policies and Management, Collegial Association for the Development and Renewal of Educators, Institute for the Development of Educational Activities, Far West Laboratory for Educational Research and Development, Northwest Regional Educational Laboratory, Nueva Learning Center, County Offices, State Department of Education, Higher Education, and Other Agencies.

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